 **滬江維多利亞學校**

**2014－2015 年度上學期**

**Y8 第一單元評估**

**科目：中國語言及文學**

任教老師：何老師、李老師、林老師、羅老師、曹老師

通知日期：二零一四年九月二十二日

評估日期：二零一四年九月二十九日至十月三日

學生姓名：\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 班別： Y8

是次評估將評核標準C、D兩項。作答前，請細閱以下的標準細則：

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| **標準 C:**  **作品創作** | * 學生親身參與創作過程而產生的口頭報告，內容能展現其洞察力； * 口頭報告已考慮了受眾的需要； * 挑選廣泛而相關的細節去拓展意念。   i. produce texts that demonstrate thought from personal engagement with the creative process  ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience  iii. select relevant details and examples to develop ideas. | /8 |
| **標準 D:**  **語言運用** | * 使用恰當而豐富的詞彙、句式及表達方式； * 以恰當的表達風格說話； * 話語符合語法規範； * 吐字發音準確； * 使用適當的肢體語言。   i. use appropriate and varied vocabulary, sentence structures and forms of expression  ii. write and speak in an appropriate register and style  iii. use correct grammar, syntax and punctuation  iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy  V. use appropriate non-verbal communication techniques. | /8 |

**評估指引：**

1. 海報設計

*(海報僅作爲口頭報告時的主要依據，並****不****納入評分範圍。)*

1. 圍繞**「貧富懸殊」**的話題，**自擬主題**（可用標題顯示），設計海報一張；
2. **緊扣主題**，撰寫恰當的文字，配以合適的圖片、色彩；
3. 能充分顯示**創意**；
4. 尺寸：**A 3** 紙；
5. 人手或電腦繪製皆可，但必須呈交實體海報。
6. **口頭報告*（評分）***
7. 清晰闡明海報主題，能展示對話題的洞察力，並引用相關細節支持自己的觀點；
8. 具體闡釋海報設計意念：解釋為何選用該圖片、文字、色彩等原因（例：如何配合主題、如何影響受衆）；
9. 用語準確豐富；
10. 聲量充沛，聲調恰當；
11. 表情、肢體語言自然得體；
12. 報告時間：每人2－2.5分鐘。

丙、 備註

將參考資料列印於A 4 紙上，完成口評時連同海報一併交給老師。

**中學項目：中國語言及文學 評估準則**

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| **Criterion C: Producing text** |  | **Criterion D: Using language** |  |
| The student:  i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought.  ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience  iii. selects **extensive** relevant details and examples to develop ideas with precision. | 7-8 | The student:  i. **effectively** uses a varied range of appropriate vocabulary, sentence structures and forms of expression  ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention  iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective**  iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective**  v. makes **effective** use of appropriate non-verbal communication techniques. | 7-8 |
|  |  |
| The student:  i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought.  ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience  iii. selects **sufficient** relevant details and examples to develop ideas. | 5-6 | The student:  i. uses a **varied range** of appropriate vocabulary, sentence structures and  forms of expression **competently**  ii. writes and speaks **competently** in a register and style that serve the  context and intention  iii. uses grammar, syntax and punctuation with a **considerable degree** of  accuracy; errors **do not hinder** effective communication  iv. spells/writes and pronounces with a **considerable degree** of accuracy;  errors **do not hinder** effective communication  v. makes **sufficient** use of appropriate non-verbal communication techniques. | 5-6 |
|  |  |
| The student:  i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought.  ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience  iii. selects **some** relevant details and examples to develop ideas. | 3-4 | The student:  i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression  ii. **sometimes** writes and speaks in a register and style that serve the context and intention  iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication  iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication  v. makes **some** use of appropriate non-verbal communication techniques. | 3-4 |
|  |  |
| The student:  i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought.  ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience  iii. selects **few relevant** details and examples to develop ideas. | 1-2 | The student:  i. uses a **limited** range of appropriate vocabulary and forms of expression  ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention  iii. uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication  iv. spells/writes and pronounces with limited accuracy; errors **often hinder** communication  v. makes **limited and/or inappropriate** use of non-verbal communication techniques. | 1-2 |
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| The student **does not** reach a standard described by any of the descriptors below. | 0 | The student **does not** reach a standard described by any of the descriptors below. | 0 |